

## LIMESTONE/CENTRAL ELEMENTARY

727 Pacolet Highway  
Gaffney, South Carolina 29340

**GRADES** PK-5 Elementary School

**ENROLLMENT** 349 Students

**PRINCIPAL** Rick Wilkins 864-487-1249

**SUPERINTENDENT** Dr. William B. James 864-902-3500

**BOARD CHAIR** Mr. Jerry McDaniel 864-839-6723

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	64	16	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

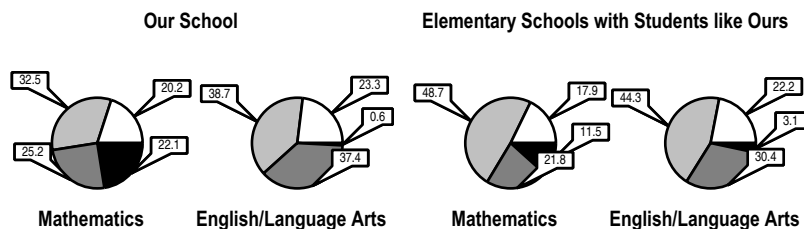
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	29	61	59
Percent satisfied with learning environment	100.0%	88.5%	84.7%
Percent satisfied with social and physical environment	92.6%	88.5%	67.3%
Percent satisfied with home-school relations	92.9%	85.2%	83.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	178	99.4	23.3	38.7	37.4	0.6	38.0	17.6
Gender								
Male	97	100.0	34.5	31.0	33.3	1.1	34.5	17.6
Female	81	98.8	10.5	47.4	42.1	N/A	42.1	17.6
Racial/Ethnic Group								
White	105	99.0	14.0	36.0	50.0	N/A	50.0	17.6
African-American	71	100.0	36.7	45.0	16.7	1.7	18.3	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	160	100.0	17.6	41.2	40.5	0.7	41.2	17.6
Disabled	18	94.4	80.0	13.3	6.7	N/A	6.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	178	99.4	23.3	38.7	37.4	0.6	38.0	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	176	99.4	22.5	39.4	37.5	0.6	38.1	17.6
Socio-Economic Status								
Subsidized meals	83	100.0	40.5	33.8	24.3	1.4	25.7	17.6
Full-pay meals	94	100.0	9.0	42.7	48.3	N/A	48.3	17.6

Mathematics								
All students	178	100.0	20.2	32.5	25.2	22.1	47.2	15.5
Gender								
Male	97	100.0	26.4	24.1	26.4	23.0	49.4	15.5
Female	81	100.0	13.2	42.1	23.7	21.1	44.7	15.5
Racial/Ethnic Group								
White	105	100.0	13.0	31.0	29.0	27.0	56.0	15.5
African-American	71	100.0	33.3	33.3	20.0	13.3	33.3	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	160	100.0	15.5	33.1	27.0	24.3	51.4	15.5
Disabled	18	100.0	66.7	26.7	6.7	N/A	6.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	178	100.0	20.2	32.5	25.2	22.1	47.2	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	176	100.0	20.6	31.9	25.6	21.9	47.5	15.5
Socio-Economic Status								
Subsidized meals	83	100.0	33.8	37.8	16.2	12.2	28.4	15.5
Full-pay meals	94	100.0	9.0	28.1	32.6	30.3	62.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	54	N/A	24.1	25.9	48.1	1.9	50.0
	Grade 4	58	N/A	24.1	50.0	25.9	N/A	25.9
	Grade 5	63	N/A	34.4	42.6	23.0	N/A	23.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	54	100.0	12.0	34.0	54.0	N/A	54.0
	Grade 4	60	100.0	24.5	41.5	34.0	N/A	34.0
	Grade 5	64	98.4	31.7	40.0	26.7	1.7	28.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	54	N/A	22.2	25.9	25.9	25.9	51.9
	Grade 4	58	N/A	24.1	31.0	25.9	19.0	44.8
	Grade 5	63	N/A	32.8	44.3	18.0	4.9	23.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	54	100.0	10.0	26.0	32.0	32.0	64.0
	Grade 4	60	100.0	24.5	39.6	18.9	17.0	35.8
	Grade 5	64	100.0	25.0	31.7	25.0	18.3	43.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 349)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.8%	2.4%
Attendance rate	95.7%	Down from 96.6%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	25.8%	Up from 21.2%	16.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.2%	Up from 4.9%	8.6%	8.0%
Older than usual for grade	0.3%	No change	0.9%	1.1%
Suspended or expelled	2.3%	Up from 1.8%	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	83.3%	No change	49.0%	50.0%
Continuing contract teachers	95.8%	No change	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.3%	Up from 86.2%	87.6%	86.2%
Teacher attendance rate	95.2%	Down from 96.4%	95.4%	95.3%
Average teacher salary	\$45,755	Up 1.9%	\$40,069	\$39,909
Prof. development days/teacher	11.7 days	Down from 13.7 days	11.3 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	19.2 to 1	Up from 17.5 to 1	19.1 to 1	18.9 to 1
Prime instructional time	89.4%	Down from 90.8%	90.2%	89.7%
Dollars spent per pupil*	\$5,820	Down 7.5%	\$5,732	\$5,892
Percent spent on teacher salaries*	65.1%	Down from 68.2%	65.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.1%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Limestone-Central faculty and staff began the 2002-03 school year with a vision of increasing student performance and encouraging academic excellence. Teachers participated in weekly team meetings promoting collaborative planning, discussion of current trends and ideas, instructional strategies, and assessment. Professional development topics included training in Balanced Literacy, analyzing assessment data, and implementing focus lessons in English/Language Arts and mathematics to improve students' mastery of targeted curriculum standards. We celebrated the value of reading throughout the year by providing our students with an outstanding selection of books and materials for classroom instruction as well as independent reading. Periodically, special events such as a book fair, book talks, and Accelerated Reader celebrations were scheduled.

In the school year 2001-02, LCES experienced an increasing number of our third grade through fifth grade students meeting and exceeding PACT standards in both ELA and Math. As compared to our district analysis LCES students consistently score above the district's PACT percentage for being "above standard."

In fourth grade Math, even though our students scored slightly lower than the over-all district, they demonstrated a substantial increase over the 2000-01 school year, raising the "above standard percentage" from 64.6% to 73.1%.

Several programs were implemented or expanded during the school year to address student needs. A three and four year old Montessori classroom was established. The Timken Lunch Buddy program was expanded to include a homework tutorial program. Students identified as needing remediation in Math and English/Language Arts were served through an extended day program. Reading volunteers met weekly with individual students to provide one-on-one instructional support. The Parent Teacher Organization continued to sponsor family activities, student/staff recognition, character education programs, and field trips.

We are proud of our school and its accomplishments and feel that our students are the leaders that will shape our future.

Rick Wilkins, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.